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ABSTRACT

This practicum project was designed to educate developmentally delayed students, parents, and educators concerning the availability of Supplemental Security Income (SSI) through application to the Social Security Administration. Results of a survey of school staff and parents showed a need for information dissemination concerning SSI funds. The project's goals were: (1) to provide the targeted groups with information concerning the availability of funds and application procedures, and (2) to help parents apply for the funds. Necessary information was incorporated into the lesson plans of educable mentally handicapped students in a middle school. The practicum resulted in increased awareness of the SSI program by the 14 participating students and their parents and educators, and three students were declared eligible for funding when their newly informed parents submitted applications. (Author/JDD)

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P R A C T I C U M

ED 294382

REPORT

Center for the
Advancement of Education
Ed.D. Program

Increasing the Awareness of Middle School
Developmentally Delayed Students, Parents,
and Educators Concerning Supplemental
Security Income

by

Jacquelyn L. Jarzab

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Increasing the Awareness of Middle School Developmentally
Delayed Students, Parents, and Educators Concerning
Supplemental Security Income

by

Jacquelyn L. Jarzab
Cluster XXII

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Date of Final Approval of
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ACKNOWLEDGEMENT

Gratitude for this practicum is extended to Johnny who supported the continuance of advanced education. The inspiration behind it belongs to my children who are symbolic of all children for whom parents labor in an attempt to improve the quality of life for younger generations.

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ABSTRACT

Increasing the Awareness of Middle School Developmentally Delayed Students, Parents and Educators Concerning the Availability of Supplemental Security Income. Jarzab, Jacquelyn L., 1987: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Developmental Disabilities/ Federal Aid/ Child Advocacy/ Employment; Fund Raising/ Equal Opportunities (Jobs)/ Equal Protection/ Mental Retardation/ Income/ Handicapped Children/ Early Childhood Education; Exceptional Persons/ State Agencies; Information Dissemination/ Public Relations/ Adolescents; Federal Aid.

This practicum was designed to educate developmentally delayed students, parents, and educators concerning the availability of Supplemental Security Income through application to the Social Security Administration. The primary goal was to provide developmentally delayed students, parents, and staff with information concerning the availability of funds as well as the procedure for application. A secondary goal was to help parents apply for funds immediately through dissemination of information concerning direct application to the Social Security Administration office.

The writer survey staff and parents through personal interviews and determined a need for information dissemination concerning Social Security funds. A program for students was implemented in a developmentally delayed middle school classroom to provide lesson plans to educable mentally handicapped students to increase their awareness of Social Security Income funds.

The results of the practicum were positive. Analysis of the data revealed that educating mentally handicapped children about Supplemental Security Income was appropriate. Involving students to think about their future in school proved to be a catalyst in their talking about Supplemental Security Income at home which initiated the parents to become more involved. The education staff as well as support staff began speaking of Supplemental Security Income as a major agenda of concern for child study team staffings. Three students benefited directly through their parents making direct application for Social Security Income Funds and being declared eligible for funding as a result of this practicum.

CHAPTER I

INTRODUCTION

Description of Practicum Setting

The practicum setting is located in a middle school, surrounded by fifteen acres of property in the Southeastern United States. The school opened in 1976 and was named in a patriotic fashion. School colors are in the bicentennial tradition of red, white and blue. The school was built to accommodate a maximum of twelve hundred, fifty students but currently enrolls approximately sixteen hundred students. One-fourth of the students are housed in temporary portables throughout the campus. The opening of a new middle school this fall will decrease the 1987-88 enrollment to one thousand, twenty-five students.

The students are bussed from two adjacent communities with an estimated population of ninety thousand people. The ethnic breakdown of the student population equals:

- 9% Hispanic
- 20% Black
- 71% Caucasian.

Although absenteeism is a major problem for the school, the most important areas of administration concern center around the use of drugs by students, and the abuse or neglect of students by their parents.

The architectural design of the interior of the school was originally set up for an open classroom setting. Presently, most of the pods have been partitioned off as the school administrators have returned to the more traditional teaching concepts of self contained classrooms. In nineteen-eighty four the school was awarded the Little Golden School Award.

The exceptional student education department consists of eleven various exceptional student classrooms with a total enrollment of one hundred, eighty-nine pupils. The criterion mandated by district procedure to enroll students into the educable mentally handicapped programs are strictly adhered. Students are declared eligible for developmentally delayed classes if they have an I.Q. of sixty-nine and below. The school psychologist evaluates each referred student with a Wescheler or Stanford Binet Intelligence Test. In addition to the psychological testing the parents of each referred student must be administered a Vineland

Adaptive Behavior Scale to provide additional intelligent quotient data.

The high school selected for this practicum as an community outreach contract was constructed in 1949 as a segregated black school. In 1971 to comply with the federal mandated integration procedures the school merged with a neighboring high school and was renamed. The sprawling buildings are located on thirty seven acres of land and accommodated one thousand six hundred, and forty nine students. The students are bussed from two communities with an approximate population of ninety thousand people. The ethnic breakdown of the student population equals:

10% mixed minority

25% Black

65% Caucasian.

The current drop out rate is around eleven percent. The school is also used in the evenings to provide community education courses.

Writer's Work Setting and Role

Administration of the Vineland Adaptive Behavior Scale is the responsibility of the Resource Specialist. The writer is a Resource Specialist in the southern area of the school district where this practicum was implemented.

She serves a total of twenty three schools in the south area with the ages of children ranging from pre-kindergarten though high school. In addition to assessing initial referrals, the resource specialist must also evaluate those educably mentally handicapped students being reevaluated for the federally mandated three year record update. Related responsibilities include writing social development histories on all students being considered for placement in the emotionally handicapped classes. Between eighteen to twenty five parents are interviewed by the resource specialist on a monthly basis.

The position of resource specialist is considered one of support to parents. The nature of the questions asked during the assessment interviews usually creates a close bond between the resource specialist and the parent. Parents often share their fear for future security for their handicapped child. They generally express apprehension over how their child will be able to provide for themselves when the parents are no longer alive or able to care for their child's needs. The answer for that concern became the purpose of this practicum.

Working with handicapped children has encompassed at least twelve years of the writer's employment experience. She began teaching psychotic, incarcerated children in a self-contained class room at a Northern State Hospital at the age of twenty-one. During her four years of employment she was promoted to supervise a Title One program for severely handicapped elementary aged student. The Program addressed researching behavior modification techniques as a method for improved academic and social skills with severely retarded students. During this period of time the writer had earned a Master of Education in Socially Emotionally Maladjusted Adolescents. She left the State Hospital for the position of Director of Placement and Transfer for a local Community College, where she participated in the development of programs for first generation college students as well as affirmative action mandated for the college.

Relocation to a small northeastern area of the state four years later yielded additional experience with mentally handicapped students. In nineteen seventy four the state began the initial stages of the federally mandated deinstitutionalization of mentally handicapped residents as detailed by Public Law 94-142.

The writer became aware of the Social Security Amendment known as Supplemental Security Income which was awarded to eligible residents who were no longer housed at the institution. Part of the job description included helping those residents who were to be discharged from the institution become aware of how to budget the money they would be allocated through Supplemental Security Income funding. The previous experience of working with the rights of mentally handicapped concerning their Supplemental Security Income was invaluable to the writer for her current position as resource specialist.

CHAPTER II

Study of the Problem

Problem Statement

The need for increased awareness of Supplemental Security Income had been poignantly brought to the attention of the writer through the plight of a family with a thirteen year old Down's Syndrome daughter. There were seven additional children in the family and the mother was not employed outside of the home. In helping the family to address the needs of a nine year old child who was diagnosed as Trainable Mentally Handicapped, the writer discovered that the family had never heard of or applied for any type of financial support for their daughter. The medical expenses of the family were also mounting as their handicapped daughter had been hospitalized three times in 1987 year for respiratory problems and also needed eye surgery. The family was astounded to hear that there was a program which might not only help their daughter immediately, but would automatically help to support her financially when she turned age eighteen.

The nature of the responsibilities of a Resource Specialist in interviewing parents of handicapped children permitted the writer to ask parents of developmentally delayed students if they were aware of Supplemental Security Income. The reply from parents of handicapped children of all ages to this question was no so frequently that it soon became one of the first questions asked by the resource specialist during the parental interview. From these casual inquiries, the writer began to suspect that throughout the area there was a great need to increase the awareness of students, parents, and school personnel concerning the availability of Supplemental Security Income for developmentally disable children and young adults. The problem addressed by this practicum was to increase the awareness of students, parents, and school personnel concerning Supplemental Security Income.

Evidence of the Problem

The need for financial support of children who were labeled developmentally disabled was supported by the fact that handicapped children require special care in the schools as well as in the home. The health and care cost for these students does not decrease with age as generally occurs with normal children. For example, the cost of the sitter service does not become eliminated when a handicapped child reaches age twelve as it may with regular education students. In fact often the cost of supervisory care remains the same or increases throughout the life of the mentally handicapped person.

Although there are funds available for eligible children who were diagnosed developmentally disabled there were no community outreach programs or agencies which specifically addressed parents of handicapped children, school personnel, and the children themselves to inform them of such benefits. During the course of performing the regular duties of resource specialist, the writer had interviewed fifty parents of developmentally disabled children. Ninety-six percent or forty-eight out of the fifty parents interviewed were unaware of supplemental security income funds

available either immediately for their child or when their child reached their eighteenth birthday. A further investigation into the matter revealed that a majority of school personnel also knew nothing about federal funds available for the developmentally disabled student. Out of twenty school related personnel interviewed by the writer, not one had heard of Supplemental Security Income prior to contact with the writer. This small number was significant as these twenty people had sat on Child Study Teams representing eighteen different schools to determine school programs for developmentally delayed students.

The population of the exceptional students which were most in need of Supplemental Security Income were those students who are most severely handicapped as well as poverty stricken. Often times the parents of such children are unable to read or write legibly. The fact that their children could receive special funding would theoretically help to raise the quality of life for the child. The fact that the child often turned eighteen without applying for Supplemental Security Income was exemplified by one nineteen year old and two twenty year old students who were found eligible for Supplemental Security Income through the efforts of the

writer and their high school teacher during the three preimplementation phase of this practicum. These students, their parents, and the school personnel staff involved had not known of the availability of the Supplemental Security Funds.

A survey of the Educably Mentally Handicapped class was conducted to determine how many of the fourteen enrolled students or their parents were aware of the possibility of Supplemental Security Income funding either at present or upon reaching their eighteenth birthday. The teacher, exceptional student designee, and school psychologist serving the child study team was surveyed orally prior to the onset of the paper and found to know nothing of the Supplemental Security System. In fact all three staff members as well as the staffing specialist for the school board were amazed to learn that funds were provided for mentally handicapped through a system which was not dependent upon the parents' prior contribution to the Social Security system.

Causes of the Problem

It is the opinion of the writer that the reasons for the limited awareness of the staff and the parents of the handicapped children were as follows:

1. Limited outreach of the Social Security office in the dissemination of such information
2. Limited staff in all community agencies as well as in the school system who interface with developmentally delayed students and their parents
3. Rapid turnover of teaching staff in special education positions
4. Population explosion in this geographic area
5. Difficulty in comprehending the reading material distributed by the Social Security office
6. Literacy level and language barriers of some parents of handicapped children
7. Lack of networking between area agencies

In an attempt to understand why the limited awareness of such an important issue as financial benefits existed, the writer contacted the local

rehabilitation office to inquire as to the role of the Health and Rehabilitative Services office in the dissemination of Supplemental Security Income information. All inquiries were met with an aura of defensiveness. It appeared that the higher up the administrative ladder the inquiry was pushed the more defensive the responses. The writer was told by a Health and Rehabilitative Services staff administrator that she had no business to make any inquiry to the Health and Rehabilitative Services office, and that as all such matters were handled through "someone" at the school board who should have been contacted concerning this matter. The writer was told in a tone suggestive of professional retaliation that a program was already in existence at the middle and high school level which helped to register school children for Supplemental Security Income benefits. This information was a complete surprise to the staff involved in teaching developmentally delayed children at the middle and high school levels the county specialist was unaware of any such program.

The limited outreach of Health and Rehabilitative Services and the Social Security Administration can easily be understood in the light of recent newspaper

articles involving the exposure of poor pay and understaffing problems of many agencies in this geographical area, the county is expecting to increase its population by one million people in the next five years. Health and Rehabilitative Service has been severely criticized for their inability to follow up on tragic child abuse cases because of the enormous case loads of each caseworker. Worrying about families receiving monies may seem trivial to a Health and Rehabilitative Services worker when the physical lives of many children are threatened by severe abuse and neglect.

When a school board is faced with the challenge of building thirty-two new schools within a year, perhaps it is easy to understand that the dissemination of Supplemental Security Income information may not receive top priority. The middle school involved in this paper encountered a teacher turn over of three fourths of the entire exceptional student staff every two or three years because they were moved, reassigned, or promoted.

The Social Security Office located some thirty miles, round trip, from the school is so overcrowded that all prospective clients must take a number and

wait forty minutes to an hour before being seen by a representative. The office does not accept any phone calls and any telephone inquiry is processed through an answering service in Miami which ends up being a taped repetition of the fact that one must physically go to the Social Security Administration Office, to file a claim. Often Developmentally Disabled clients and their parents are intimidated by the extreme bureaucracy of the agency. The Government Service Employees have said that they feel there is a need to subdivide the two services and decentralize the Supplemental Security Income division to locations which can be more readily accessed by handicapped persons. The solution to the impersonalization of services does not appear to be possible in the immediate future.

The writer experienced first hand the frustration of the bureaucracy at the Social Security Office when she was made to wait forty minutes for a previously scheduled appointment thus making her forty minutes late for the interview. The receptionist would not talk to anyone until their number had appeared on a screen. A partially disabled senior citizen who was in search of the location of the post office was told

three times to take a number and sit down. His question which was not related to the services of the Social Security Office was answered by the other clients who became upset at the rudeness of the behavior of the receptionist and the rigidity of a system which would not accommodate even a casual question with a number and long wait.

Related Literature

Supplemental Security Income (SSI) is a Federal program which provides monthly payments to blind, aged, and disabled individuals who have inadequate resources or income. The administration of the federal funds is handled through the Social Security Administration which determines eligibility of all claimants, maintains records of recipients, and mails the monthly payments.

The responsibility of registering for considered eligibility for Supplemental Security Income rests with the claimant. The Social Security Administration has one public relations designee who serves the south area. Although there are staff who speak to professional groups, the request for public speakers is reportedly minimal. The avenues of community outreach consist of pamphlets on display at the post office, and newspaper articles usually appearing three times a year concerning the services of the Social Security Administration.

The origin of Supplemental Security Income may be traced historically to the mid nineteenth century. The work of Hollander (1986) explains that the state institution system for the mentally handicapped was

expanded at this time in an attempt to help defray the pauperizing effect of families "burdened" with rearing an "idiot". Lower and middle income families had to sacrifice a wage earner and to oversee the needs of a mentally handicapped person and all handicapped persons were labeled "idiots" regardless of age, sex, or intelligence.

Wilmer Kerns (1986) provides a historical basis for the network of financial benefits as they developed from the onset of the social security law which was enacted by Congress in 1935 as the Social Security Act. The Act of 1935 did not benefit mentally handicapped persons in any way, but may be considered the parent to the amendments which followed the original decree. The cash flow derived from the Social Security Act of 1935 is provided from paying into social security and payment and has to be earned by recipients or their family through actual amounts of dollars previously paid into the fund. Supplemental Security Income does not depend upon earnings, but is financed from the United States Treasury. Kerns (1986) describes Supplemental Security Income as the major means tested assistance program for aid to families with dependent children.

Eligibility Requirements

To be eligible for Supplemental Security Income, any child regardless of age is determined to be mentally disabled if he or she has a mental or physical handicap that is comparable in severity to an impairment which would prevent him or her from being gainfully employed as an adult. The handicap must be expected to last for at least twelve months or to be terminal in nature. For children under eighteen the amount of Supplemental Security Income allocated may be determined by the assets and income of the parent, however, this discrepancy is alleviated upon the child reaching age eighteen. SSA Publication (1986).

"To be eligible for SSI, a person must be 65 or older or disabled or blind, have limited resources and income, and meet certain other requirements. Disabled or blind children may be eligible. A child under 18 may be found disabled if he or she has a physical or mental impairment that is comparable to one that would prevent an adult from working and is expected to last at least 12 months or result in death. A person 18 or older is considered disabled if a mental or

physical impairment prevents him or her from doing any substantial gainful work and is expected to last for at least 12 months or to result in death." (Social Security Administration, February, 1986).

Braddock (1986) is a prolific source of data for tracing the funding and federal allocation policies over the fifty year period from Roosevelt to Reagan. Prior to 1950 no federal maintenance programs for non-blind disabled individuals existed. Between 1950 and 1976 income maintenance spending escalated to become the largest fiscal component of federal developmentally disabled spending, rising from two and one half million to one point one billion. Over the past decade mental retardation/developmental disabilities rose another two hundred percent, representing in 1985 thirty-nine percent of all federal developmental disability spending. That percentage figure equalled two hundred and ninety-nine billion dollars.

These figures represent an average growth rate in the benefits paid out during the fifties equal to thirty-seven percent, twelve percent growth rate in the sixties, and ten percent growth rate in the seventies.

The growth rate began decelerating in the nineteen eighties, averaging about only two percent per year.

Emerson (1985) addresses the impact of deinstitutionalization which sprung from the civil rights movement of the nineteen sixties. By nineteen eighty the occupancy of facilities for institutionalizing the mentally handicapped had decreased by sixty-one thousand persons. Deinstitutionalization has been described by Bachrach (1981) as a protest movement "dedicated to the dignity of individuals". The basic philosophy behind deinstitutionalization was to improve the quality of life experiences of retarded persons (Scheererengerger 1976). However looking at the financial deceleration of the growth rate in the eighties it seems that cost effectiveness of deinstitutionalization must also have been considered. If the quality of life is related to any income in dollars and cents then the figures revealed in this data would support the fact that since the eighties the quality of life of retarded citizens has declined. This issue was not addressed in any of the reviewed literature collected by the writer.

Landesman (1985) documents the description and evaluation of the residential environments as related to the social behavior of handicapped persons placed in the least restrictive protective environments but does not address individual financial payments. Castellani (1983) addresses the inadequacies of community based family support services which have been developed following the deinstitutionalization policies over the last decade. He points to many problems revolving around the expansion and complexity of agencies which act as barriers to families in need of services. Still, there is no mention of financial support services available for the developmentally delayed.

The review of the literature presented many articles on the historical, social, and political areas of the plight of the mentally handicapped persons in this country. Stanley J. Vitello (1986) addresses the "second special education case decided by the U. S. Supreme Court, Irving Independent School District v. Tatro. The case provides some criteria for determining which related services are required under the EHA." Vitello's bibliography led the writer to review five other service related litigations from New Jersey to Hawaii. Not one addressed the financial aspects of

government support for developmentally delayed students. In the mind of the writer, it seems profound that no parents have ever questioned the seemingly small amount of actual dollars paid out through Supplemental Security Income payments.

Literature concerning the financial ramifications of funding for the developmentally delayed are generally limited to annual pamphlets published by the Department of Health and Human Services. These booklets are distributed to various agencies to help lay citizens understand eligibility and payment guidelines for application for Supplemental Security Funds and are also openly displayed and available at local post offices. A few states have handbooks published to aid in the training of government workers in the disbursements of Supplemental Security Income funds (Ambrogi, 1978). These publications are generally too detailed and too sophisticated for the lay person to comprehend and do not address funding as an issue but rather the logistics of funding disbursements.

The Perspectives on Public Awareness by Trohanis (1976) was excellent for increasing the awareness of the public sector concerning increasing public

sensitivity to meet the needs of the mentally handicapped. Although there is an effort to wake up "normal" American citizens concerning the needs and rights of the developmentally disabled, there is no information directed to the mentally handicapped themselves which would provide resourceful skills in securing application for Supplemental Security Income. In many ways developmentally delayed citizens are still seen by the government as "idiots" regardless of infirmity or intelligence. It appears that all communications are made for those person who must provide care for the developmentally delayed rather than to prepare information directly for the mentally handicapped citizen. The policy of deinstitutionalization changed not only the housing of developmentally delayed but also limited the accessibility of services through limited financial resources to pay for private services which were once provided through the institution. Examples of these services are regular visits to the dentist, doctor, occupational therapist, and recreation center to name a few. The writer feels that the payment of Supplemental Security Income to developmental delayed students is in the same frame of reference as child support payments.

There seems to be the attitude that since the children cannot manage their own monies, why should monies be paid to the parents who might spend the money on themselves rather than the child. The real issue is the right of the handicapped child to services provided by access to financial security.

CHAPTER III

Anticipated Outcomes and Evaluation

Statement of Goals

The financial stability of the student is an important component of the school experience of all children. Developmentally delayed students do not have an abundance of employment opportunities upon graduating. They are seldom employed full time or in positions paying little more than minimum wage. The Supplemental Security Income was allocated as a financial resource to ensure developmentally delayed persons an adequate income. The developmentally delayed adult, unless guided by their parents, are often the last one to know of Supplemental Security Income. The writer feels that the students themselves must be made aware of ways to improve their finances in the future so they may receive funds as an adult. The purpose of the practicum was to increase the awareness of developmentally disabled students, their parents, and related school personnel of the Supplemental Security Income program.

Objectives

The objectives were centered around a curriculum which would directly involve students in learning of

these funds. Also incorporated into the objectives was the involvement of the parents of the handicapped students as well as the involvement of school personnel. In addition, community outreach presentations of information to interested parent and student groups were presented.

The following behavioral objectives were chosen for this practicum:

1. Given a twelve week time frame, fourteen educably mentally handicapped students will demonstrate an increased awareness of Supplemental Security Income when interviewed on an individual basis by the writer. The increased awareness will result in a score of at least 50% on an exit interview checklist.
2. Given a twelve week time frame, the parents of the above students will demonstrate an increased awareness of Supplemental Security Income through attending meetings, receiving mailings, and personal interviews with the writer.
3. Given a twelve week time frame, the parents of mentally handicapped children in the community at large will demonstrate an increased awareness of Supplemental Security Income through attendance at public forums and personal interviews.
4. Given a twelve week time frame, the awareness of the teachers and school related personnel will demonstrate an increased awareness of Supplemental Security Income through response to interviews, handouts, and suggested lesson plans.

Standards of Performance

Within fifty percent accuracy, the mentally handicapped students were to be able to recall what the initials SSI stood for. They were to be able to name the location of the city where Supplemental Security Income could be applied for and to state what age was the best time to apply for Supplemental Security Income funds. This was to occur within six weeks after implementation of the practicum. The parents of the developmentally disabled students included in the study were to be able to state that the initials SSI stood for Supplemental Security Income, were to be able to name the town where the Social Security Office is located, and to be able to identify the best time to apply for funds for their children. The agencies contacted which invited the writer to speak on Supplemental Security Income were to provide feedback concerning how well the information was received by the audience participants. The school personnel included in the study were to provide feedback concerning any future opportunity to refer parents of developmentally disabled to the Social Security Administration Office concerning application for Supplemental Security funds.

Measures of Evaluation

The data which support the success of this practicum were collected from developmentally disabled students, their parents, and related school personnel in the form of an oral interview. Specifically, the students were interviewed before and after the solution strategy had been completed. Parents of the developmentally delayed student involved in the study were interviewed orally following the practicum implementation. An oral interview was chosen for mentally handicapped students and their parents because of the difficulty the students and some of the parents had in reading a written questionnaire. A copy of the questions asked the students during the interview is included in Appendix A. The results of the answers from the interview were graphed to provide a picture of the results of the study. (Appendix B).

Measuring the success of the community outreach program was done through a written evaluation which was handed out following the presentation. Members of the

audience were requested to complete an evaluation concerning the usefulness and clarity of the information presented by the writer following each outreach presentation. (See Appendix C).

Several informal discussions occurred throughout the practicum with the involved teachers as well as various members of the Child Study Team.

Although their input was not formally documented, their opinions and support was beneficial.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Solutions

Although the literature contained research reports and grants which generally addressed the services, state allocated or federally allocated expenditures for the mentally retarded and developmentally disabled (Braddock, 1984) there is nothing which specifically looked at individual financial needs. The bulk of research concerning the developmentally disabled or mentally handicapped is of a rehabilitative service nature. A most extensive literature search was prepared by the National Council on the Handicapped in March 1983. The main emphasis dealt with vocational and personal care services. Projected goals included a "computerized repository for data on all federally funded rehabilitation services." (National Council on the Handicapped, 1983). This was the third consecutive year that this work had been done. At one point in the data compilation the efforts "to resolve the problems of disabled persons receiving Social Security" was mentioned but no elaboration was provided.

Although the major thrust in intra-agency communication within the last three years has been "networking", the writer had sat on steering committees where agencies have actually fought against each other than to unite in a philosophy that all agencies had the best interest of the individual student at heart. One such example involved a fourteen year old student labeled Emotionally Handicapped. Upon being interviewed by the writer he shared that he was very upset about the fact that his front teeth had rotted out. This student had been seen by a Mental Health worker for three years and the issue of his teeth had never been addressed. Upon contacting Health and Rehabilitative Services the writer was able to have dental work initiated which cost some five thousand dollars. Upon learning that the writer had "networked" with Health and Rehabilitative Services, the mental health worker felt that her territory had been invaded. There was a very angry outburst at the next "networking" meeting during which time she challenged the rights of an "education person" to get involved in a physical or mental health matter. She was finally able to rationalize that what had transpired was what

'networking" was supposedly all about. The real issue of "networking" maybe promising for the future but like any young child it has a lot of maturing to undergo.

Community outreach messages from area agencies which involved the use of newspapers only would do well to utilize the television and radio media public message services when trying to reach the developmentally delayed citizen. Unless parents are literate and keep abreast of what is taking place in the community, the use of printed news releases generally do not work. The public relations representative of the Social Security Administration interviewed by the writer was discouraged by the fact that often times only one or two parents show up for public forums concerning workshops on Supplemental Security Income which have been publicized in the newspaper for days. These statistics can discourage even the most dedicated speaker.

Through the implementation of this practicum the writer was invited by the Association for Retarded Citizens to speak on Supplemental Security Income. The

presentation was advertised through the newsletter of the Association for Retarded Citizens. Although the writer was warned not to be discouraged if only five people appeared, some thirty parents showed up for the meeting in the most affluent area where the forum occurred. The discouraging news was that only two couples were totally unfamiliar with Supplemental Security Income. The audience during the discussion section shared much more indepth knowledge which they had learned through previous trial and error experiences with the Social Security Administration. Many discouraging tales came forth as well as some "tricks" such as setting up trust funds in such a way not to penalize the present income of the child through an inheritance meant to protect his future. Perhaps the success or failure of such presentations should be measured by the fact that if one person's financial situation was improved then all the efforts were justified.

Description of Selected Solution

The writer chose a solution for this practicum which focused on a program implemented in a middle school for students. An adjunct program was implemented at a neighboring high school which targeted a population beyond the appropriate age for middle childhood studies and so was considered as a part of the community outreach portion of the practicum.

It is important that middle school developmentally disabled students be informed of the possible benefits of Supplemental Security Income earlier than at the high school level. The reason behind this rationale addressed the importance of the realization that some of the students may be eligible for funding immediately while others must begin to hear the repeated message that funds will be available at age eighteen. The involvement of the students helped to increase the involvement of the parent, especially when the student went home and talked about available monies as taught in class. The handouts taken home by the student and invitations to the open house caught the attention of the parents more quickly than long wordy formal mailings (See Appendix D). With the student serving as the messenger the parents and teachers became

acquainted which helped to increase the bond between home and school. Hopefully, the child directly benefited from this positive interaction between home and school.

Teachers and related staff were included in the implementation because the longevity of the purpose of the practicum depended upon their carrying forth the Supplemental Security Income message.

The writer wanted those parents involved in the study to be able to talk about Supplemental Security Income from their own first hand experience. The reasoning behind this was found in an educational adage which states, "A person will forget what is told to them in five minutes, but will remember what they say for the rest of their lives... particularly if they speak in front of more than one person" (Author Unknown). Therefore much of the interview was done in a small group setting of three or more persons. The exception was the follow-up interview with professional personnel who hopefully should be able to remember whatever benefits the population they serve regardless of who does the talking.

Within the lower socioeconomic class community where a concentration of children in need was centered,

the immeasurable influence of "word of mouth" seem to get around rapidly. The fact that Supplemental Security Income may go to a parent who would not channel the money in the best interest of the student was a topic of concern for some professionals who were interviewed did not distress the writer because it is believed that the quality of life for the handicapped child deserves every risk to provide the best care available in terms of financial support. Monies should not be denied to the child because of the threat of misuse of funds by the parent.

Report of Action Taken

Necessary permission for the practicum implementation was requested through the classroom teachers of the middle and high school described earlier. A copy of the implementation plan was submitted to the school principals. A write up of the program was submitted to the school board newspaper. Local newspapers and community interest media were contacted for possible coverage.

Ten related school personnel were contacted to discuss the Supplemental Security Income program. The selection of related school personnel included the teachers of the classes chosen as well as their aids. The principals of each school and appropriate members of the child study team were also included.

The first phase of implementation involved the contact of the school related personnel to draw from their creative input and energies for the program. The classroom teacher involved in the study met with the writer to detail the program. The appropriate administrators informed of the practicum included the principal, guidance personnel and the exceptional student department chairperson.

The second phase of implementation involved the classroom curriculum as seen in the implementation calendar and community outreach presentations as scheduled (See Appendix E). Materials for the program were begged, borrowed, and purchased by the writer . The third phase involved the follow-up interviews as well as the dissemination of the Supplemental Security Income Information data sheet compiled by the writer as a thumb nail description of Supplemental Security Income funds (See Appendix F).

CHAPTER V

Results, Conclusions and Recommendations

Results

All of the objectives of this practicum were met during the time frame permitted. The following data gathered during the practicum implementation support the success of this paper.

Objective one, which addressed an increased awareness of fourteen educably mentally handicapped students concerning Supplemental Security Income as demonstrated by responding to at least fifty percent of the questions asked during a personal interview, was met. The fourteen students enrolled in the educably mentally handicapped class at the middle school were individually interviewed twice concerning their knowledge of Supplementary Security Income. Initially four of the fourteen students knew what a social security card was, but were unaware of the function of the card. When interviewed the second time ten of the fourteen students were able to identify and to talk about a social security card.

The second question which encouraged the students to think about ways of earning or receiving income at age eighteen was answered realistically by six students

during the initial interview and by twelve students during the exit interview.

The third topic stressed during the initial interview asked students where the Social Security office was located. None of the students responded correctly during the first interview while eight students named the location during the second interview.

The fourth question assessed by the interviewer directly inquired about the students' awareness of Supplemental Security Income. None of the students exhibited any inclination of Supplemental Security Income funds during the initial interview. Eight of the students were able to speak in some detail about the funds during the exit interview.

The fifth question addressed what the initials SSI stood for. None of the students were able to answer the question correctly during the initial interview. Only four of the students were able to answer the question during the exit interview. Following the interview, each student was given the opportunity to present to the entire class what they had learned about Supplemental Security Income during the interview.

The students giggled and behaved immaturely during their presentations, often getting off task in their discussions and behavior. The writer stressed that each of them would be responsible for presenting in front of the parents during the open house and that if they were willing to practice they would improve as speakers. The students returned to the front of the class and repeated what they had said. The poise and composure improvements during the second presentation were very notable. The classroom teacher shared her enthusiasm at the difference in attitude by the students during the second presentation. She stated that this method would be used in the classroom more frequently in the future.

The second visit to the class revealed that several of the students had gone home and talked to their parents about their interview at school. Two students reported that their parents said that they had one of those cards with the number on, and two students brought in their social security cards and asked if this was the "card they were talking about last week". The student apparently had gone home following their interview and initiated conversation with one or both parents about the information they had heard at school.

This interaction began to prepare the parents for the invitation to the class for the Supplemental Security Income Open House.

The ground work for the successful implementation of the second object to involve the parents of the fourteen students was initiated by motivating the students to go home and discuss what they had experienced in school. The words which promoted the interest of this project were "social security" and "money for me". These words were continually repeated throughout the first lesson plans to imprint a vocabulary which would convey to parents the foreshadowing of possible funding through the Social Security office. Social Security was initially chosen to be used over Supplemental Security Income because it was a more familiar concept to parents and was easier for the students to remember. The word money would always get parental attention, while "for me" would let parents know that their child was being personally addressed.

The enthusiasm created in the students by their direct involvement in planning and hosting a "party" for their parents to learn about Supplemental Security Income served as an additional catalyst in intriguing

parents to attend the open house. This led to nine of the fourteen students giving verbal commitments that their parents were planning to attend the open house. The parental verbal commitment from students was reinforced by three phone calls initiated by parents to the teacher of the class inquiring about the money their child had mentioned.

The class was totally involved in preparing for the Supplemental Security Income Open House. Each student had their picture taken at the library to be enclosed in the face of the oversized dollar bill chosen as the invitation to be sent to the parents. The dollar was chosen to target those illiterate parents and the printing on the bill was oversized as well. The phone number of the school was prominent. A business card of the writer was stapled to encourage any parent to contact either the teacher or the writer (See Appendix D).

The successful implementation of the second goal was measured by the attendance of parents to the open house. However, in the final analysis all direct contact by parents responding to the school or writer was considered, with the following results reported:

1. Three direct phone calls initiated by parents to the teacher prior to the open house.
2. Two parents attending the open house.
3. Two parents phoned the writer's office concerning supplemental security applications following the open house.
4. One parent applied for and was declared eligible for Supplemental Security Income benefits during the preimplementation phase of the practicum (See Appendix G).

These statistics led to the conclusion that the second objective was successfully implemented based on the data that eight out of fourteen parents of the students involved made direct contact concerning the availability of funds for their child.

The involvement of the eight parents astounded the teacher at the middle school who had not had one phone call or contact from any parent during the school year. No parents had attended the fall open house for the school and the teacher felt that no parents would attend the Supplemental Security Income open house.

Providing community outreach as the third objective was successfully implemented for three of the four community outreach presentations. The first

presentation for the Association for Retarded Citizens in the southern portion of the county was encouraging. The president of the community outreach organization estimated ten to fifteen parents in attendance would be considered successful. The presentation was unexpectedly attended by thirty-four parents. The room was completely filled with extra chairs brought in. The twenty minute presentation extended one and one-half hours based upon the general discussion and questions and answer period following the lecture. Only six of the thirty-four parents were unfamiliar with Supplementary Security Income. Most of the parents had not only filed for Supplementary Security Income, but had worked out the most frustrating set-backs with the bureaucracy. Many stories involving unwarranted denial of funds, unwarranted cancellations, and unnecessary delays were openly shared with the new parents who were encouraged not to be discouraged by any initial problems with the agency. Following the presentation, the writer was thanked by many of the parents who expressed gratitude in airing their frustrations and victories with the Social Security Administration.

The second outreach was presented in the most sparsely populated northern area of the county and was attended by five parents. Of the five parents only one

had no previous knowledge of Supplemental Security Income. The four remaining parents were knowledgeable concerning the benefits. The four informed parents presented most of the information as answers to questions asked by the writer about Supplemental Security Income. A small group discussion was held for about forty minutes with the one uninformed parent planning to visit the Social Security office the next day to file an application for benefits for her developmentally delayed daughter. This outreach generated three additional phone calls to the writer's office concerning receiving additional information about Supplemental Security Income

The third community outreach program was heavily advertised for the western and central areas of the county. Over five hundred announcements concerning the presentations were directly mailed to parents of elementary age developmentally delayed students, teacher and school administrators. The printing and mailing expenses were incurred by the Association for Retarded Citizens in an effort to recruit parents from an area which is geographically extensive. The

Association for Retarded Citizens had been poorly attended in the past.

The president of the association and her husband had arrived one-half hour early to set up chairs and prepare coffee in anticipation of the response to the huge mailings. Not one parent, teacher, or school administrator chose to attend the meeting in spite of the wide publicity. The disappointment of no one attending was hard to conceal, especially when the population addressed had a population who were probably in dire need of financial assistance. The reasons for the lack of attendance were attributed to choosing a date which may have been scheduled too close to summer vacation as well as the possibility that many of the parents on the mailing list may have been unable to read the announcement which was included in a newsletter sent out by the agency.

The response to the written evaluation forms (See Appendix C) turned in after the speaking engagements revealed that only eight of the parents attending the community outreach lectures responded by writing down their opinions. All eight felt the topic was of value. Seven had previous experience with Supplemental Security Income. One respondent felt the presentation would inspire them to apply for funds for their child. All eight felt the speaker was prepared. Items five and six were not answered. The written responses from the questionnaire were supportive that the community outreach presentations were successful.

The portion of the community outreach which involved implementing the supplemental security income program into a high school class curriculum was successful. The teacher of the high school class implemented the curriculum which reflected the design of the lesson plan used for the middle school population. Two students were taken by their parents to the social security office and enrolled within one week of the open house at the high school. The verbal follow-up interview of the parents revealed that three parents had visited the Social Security office and applied for Supplemental Security Income benefits

within three weeks following the open house at the high school. Four of the parents contacted had not made any attempt to apply for supplemental security funds but did commit verbally to making an application in the future. One parent and student had left the school district with no forwarding address. One parent had their phone disconnected with no further information available, and one parent had not answered the phone after five attempted dialings.

The fourth objective to increase the awareness of teachers and related school personnel was met. The middle school teacher convinced the child study team of the importance of incorporating the availability of Supplemental Security Income funds into the individual educational plan staffings held annually for students and which are typically attended by the parents. The child study team staffing was also attended by the school psychologist and staffing specialist who received handouts on supplemental security income (See Appendix F). The principal of the middle school attended the open house held for parents in the classroom while the high school principal elected to have his special education department chairperson attend the open house hosted by the high school class.

The county occupational specialist was contacted by the writer concerning Supplemental Security Income funds. She openly admitted that she knew nothing of the funding and though that getting the information to students who may qualify was important. The writer then invited the county occupational specialist to sit in on one of the classes conducted in the middle school concerning Supplemental Security Income. The students were given the opportunity to rehearse their individual presentations which they were to deliver to the parents during the Supplemental Security open house. The enthusiasm of the class was contagious as the students exhibited their newly acquired public speaking skills. Following the class the occupational specialist spoke of informing all of the high school teachers on a county wide basis concerning Supplemental Security Income funds. The verbal feedback provided by the teachers, principals, and school personnel were positive concerning the need of increased awareness by students, parents and staff concerning Supplemental Security Income. The writer was pleased to hear that the presentations to students were perceived as both cognitively and affectively superior.

Conclusions

The involvement of students in increasing their awareness of Supplemental Security Income is both necessary and feasible as concluded by this writer following the implementation of this practicum. The enthusiasm of the students who took the message of Supplemental Security Income home supports the marketing concept that "word of mouth" is still the best advertisement. Getting developmentally delayed students excited enough to go home and talk about an event at school was achieved through the active participation of the students. From the first group discussion, the students were made to feel that they were the most important part of the presentation for the Supplemental Security Income open house. At first the teacher was reluctant to encourage the class to see themselves as presenters, but the change in attitude and self expression seen in just one classroom experience soon convinced her that getting the students in front of the class was a motivational experience worth repeating.

On the day of the open house the students were instructed that regardless of the number of parents attending they were to present their speeches as though they were talking to an audience of fifty people who had attended only to hear them speak. Their presentations were wonderful, not always articulate or perfect but the students stood proud and tall and every one of them introduced themselves to the two parents present and said something in the front of the class. One student welcomed the parents, another introduced the teacher, writer, and principal; while another student held up a social security card and talked about it. The other members of the class presented additional information such as their expectations for employment upon graduation, the location of the Social Security office, and what was being offered for refreshments at the back of the room. Following the open house the teacher, parents, and writer formed a reception line and each student introduced themselves to each member of the line.

Although the writer and teachers had concluded that the students had learned more quickly through teaching and socializing, it was good to hear Sol Gordon address the Exceptional Student staff on August

21, 1987 and reiterate time and time again that traditional methods of teaching mentally retarded kids has got to change. He attacked a school system that teaches the retarded reading but ignores the fact that they cannot carry on a meaningful conversation (Sol Gordon - Exceptional Student Education Day, 8-20-87). Dr. Gordon would have loved hearing that at least eight retarded students involved in this practicum had in fact gone home and conversed about what they were doing at school.

In conclusion, this practicum proved that the awareness of developmentally delayed students, parents, and related school personnel could be increased. However, the methods of involving the students and their parents should be centered around activities which tapped into the motivational needs of the students and cause them to become excited and involved in their learning. When the students were able to own their lesson plans by being actively involved in the planning and implementation of a series of lesson plans they indeed had something to talk about when they went home at night. Barry L. Bull stresses that "Children have, at best, only tentative and vaguely formulated life plans. Their activities help them shape and

crystallize the aspirations as they grow older by exposing them to all human possibilities, by allowing them to experiment with and discover their own abilities and by enabling them to experience the human undertakings." (Bull, 1986). Like Bull, the author has concluded that this type of programming must be nonselective and made available to all students but, especially to pupils diagnosed as developmentally delayed.

Recommendations

The writer has three recommendations based on the results of this practicum. First, that there should be a component built into the curriculum for the developmentally delayed which helps to create an awareness of government funding which may provide them with an income supplement. Second, that the child study teams throughout the county attend an inservice day which is facilitated by the Social Security Administration Office to address the financial rights of developmentally delayed children addressed by Supplementary Security Income criteria. Third, that community agencies continue to network with each other

and draw from the unique programs and services offered by individual organizations to provide the student with a maximum amount of services.

An additional recommendation' deals with involving the developmentally delayed student as an active presenter in a classroom situation. Linda P. McCormick (1985) encourages teachers to ensure that young and developmentally delayed children "have numerous opportunities to practice newly acquired communication skills". The involvement of students in presentations such as those proposed by this practicum can also be helpful in stimulating language development.

Dissemination

The results of this practicum were disseminated by the writer in three methods. Verbally the writer presented the results to the seven school psychologists and three staffing specialists who serve on twenty-four child study teams throughout the southern area of the school district. A copy of the abstract from this practicum and Supplemental Security Income Data Sheet was hand delivered to the Exceptional Student Services designee at the twenty-one schools visited by the writer following approval of the final report.

A copy of the practicum was presented to the Exceptional Student curriculum specialist for the county who has agreed to provide copies of the Supplemental Security Income data' sheets to interested teachers on a countywide basis.

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APPENDIX A

Questions Asked Developmentally Delayed
Students During Initial and Exit Interviews

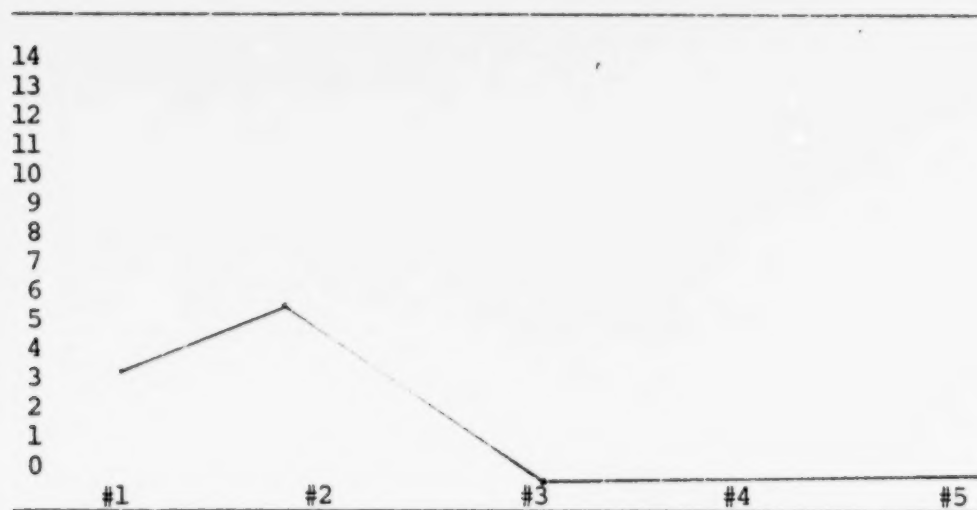
Questions Asked Developmentally Delayed Students During
Initial and Exit Interviews.

1. Do you have a Social Security Card?
If yes can you show me or tell me the number?
2. What will you be doing at age eighteen?
How will you earn money?
3. Do you know where the Social Security Office is
located?
4. Do you know what Supplemental Security Income is?
5. Do you what the initials SSI stand for?

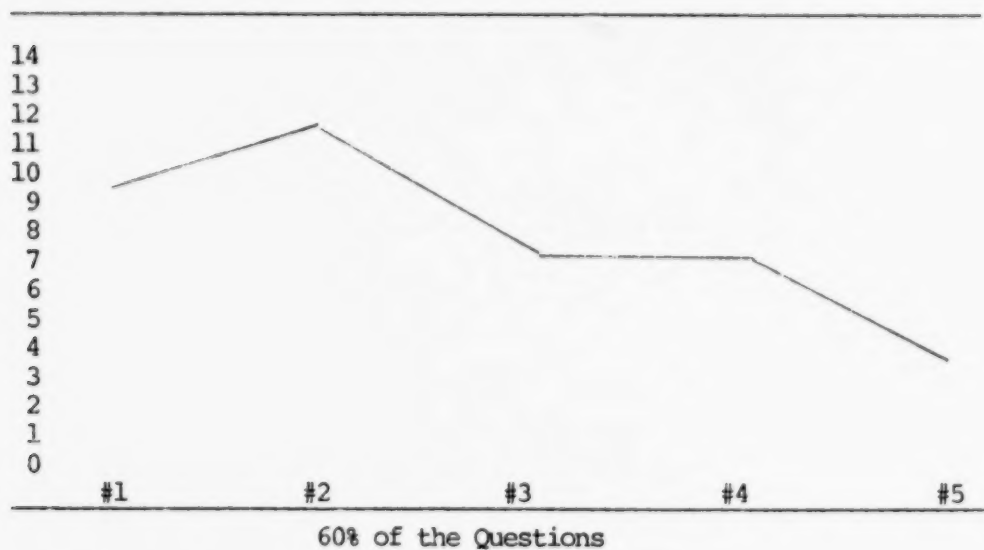
APPENDIX B

Bar Graph Depicting Increase of Responses
to Questions Asked Developmentally Delayed Students
During Initial and Exit Interviews

Line Graph depicting number of students who were able to address pertinent items in the initial interview.



Line Graph depicting number of students who were able to address pertinent items in the exit interview



APPENDIX C

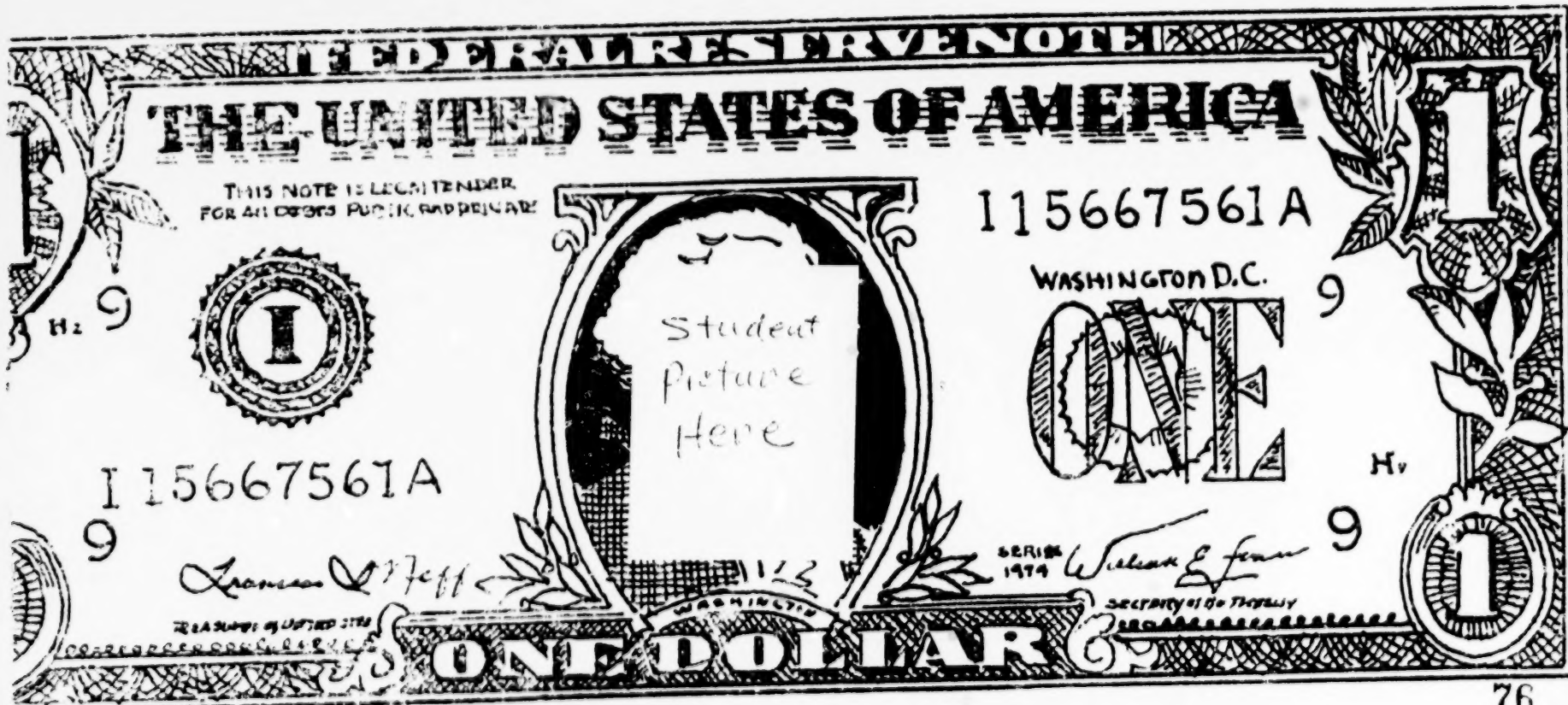
Written Evaluation Used As A Follow-Up
for Community Outreach Speaking Engagement

Evaluation form to be used following speaking engagements

1. Was there any value for you concerning topic awareness?
2. Were you previously familiar with the topic as presented?
3. Will the presentation help you to apply or to reapply for Supplemental Security Income?
4. Was the speaker prepared?
Yes _____ No _____
- Comment:
5. How will you share what you have heard with others?
6. How would you like the presentation improved?

APPENDIX D

Invitation to Open House



APPENDIX E

Implementation Calendar

Implementation Calendar

April 10

A Friday was chosen as it is usually a high energy day and welcomed time for a visitor to come in and present something different to the students. It may also represent a time when the students will talk to their parents over the weekend.

The first classroom visit occurred as an introduction to SSI. Each student was asked to talk about money, earning expectations, and generally discuss the future as it relates to money.

April 16

Each student was interviewed privately and orally surveyed concerning their knowledge of SSI. A bar graph was drawn to plot initial base line data. Following the interview, the students met in a group where each student presented his view of the interview to the class.

April 24

The class was asked to help plan a SSI open house day for parents, staff, friends, and community agencies.

April 27

A community outreach program was presented to the South County "COPE" meeting of the Association for Retarded Citizens on Supplemental Security Income.

May 1

An invitation was extended to the Social Security Administration Office requesting a speaker for the open house. The class helped to write and send the letter. A date was established and an invitation for parents was designed and sent home with each student.

May 8

Open house was held as scheduled. The class served as host and hostess' for the occasion.

May 12

A community outreach program was presented to the North County "COPE" meeting of the Association for Retarded Citizens on Supplemental Security Income.

May 15

Forms from the Social Security Office were reviewed in class as an introduction to the paper work involved in applying for Supplemental Security Income.

May 22

Role playing involving the class acting as both intake staff and clients allowed the students to become familiar talking to an intake worker at the Social Security Office.

May 29

A field trip was scheduled for the class and interested parents to leave the school as a group and visit the Social Security Office. The trip was cancelled as no bus could be provided and insurance risk discouraged staff from driving students to the site.

June 5

An exit interview surveyed each student in the class concerning their knowledge of Supplemental Security Income. A bar graph depicting number of students who were able to recall the questions from the original interview was formulated (see appendix).

June 10

The staff involved in the study was contacted for their input into the value of the practicum.

June 15

A follow up of related school personnel was conducted to gather input concerning the study.

A data sheet was disseminated to the staff involved in the study which presented a thumb nail description of the Supplemental Security Income.

Brochures from the Social Security Office was included in the mailing.

June 22

A community outreach program was presented to the West County "COPE" meeting of the Association for Retarded Citizens involving the writer's practicum on Supplemental Security Income.

June 29

The parents of the students involved in the study were contacted and interviewed individually concerning their knowledge of Supplemental Security Income. The results of the interview were discussed and broken into percentages of parents retaining information verses those who did not participate or recall the information presented.

July 8

A follow up of parents and students of the high school developmentally disabled students were surveyed to ascertain exact number of students who were' in the process of enrolling for or currently receiving Supplemental Security Income. This follow-up served as a community outreach to encourage parents and students to register for Supplemental Security Income.

July 10

The community agencies which invited the writer to speak were contacted and interviewed about projected speakers for the 1987-88 speaker's calendar.

A Supplemental Security Income data she was sent to all participating professionals. The data sheet was accompanied by a letter of appreciation as well as an extended invitation to share the implementation curriculum with teachers of the 87-88 school year.

APPENDIX F

Supplemental Security Data Sheet

SUPPLEMENTAL SECURITY INCOME DATA SHEET

WHAT IS IT?

Supplemental Security Income, also known as SSI, is a Federal Program which provides monthly payment to aged, blind, and DISABLED people who have little to no resources and income.

WHERE DO YOU GET IT?

Application should be made at the nearest Social Security Administration Office.

IS IT THE SAME AS SOCIAL SECURITY?

No. SSI is financed from general tax funds in the U.S. Treasury.

IS THERE ANY AGE LIMIT FOR RECEIVING SSI FUNDS?

No. The eligibility for SSI funds is determined by severity of handicap and parental income when the claimant is under age 18 and by severity of handicap when the claimant is over age 18.

HOW IS HANDICAP DEFINED BY SSI?

It is a physical or mental impairment that would prevent an adult from working, is expected to last 12 months, or to result in death. If a child is so impaired either mentally, physically, or with a combination of both, and the impairment would prevent them from working as an adult they can be considered for SSI as a child.

HOW IS THE INCOME OF PARENTS CONSIDERED?

A single parent can earn up to \$1,125 per month; Two parents can earn up to \$1,465 per month; with no other dependent. For each additional dependent child the figure is raised about \$170.

Unearned income can equal but not exceed:
A single parent can receive \$720 per month;
Two parents can receive \$890 per month.

Unearned income is pensions, SS disability, Stock and Bonds. A parent cannot get SSI and participate in AFDC (Aid for Families with Dependent Children). If they are eligible under both, a determination should be made for the most beneficial program.

WHAT ABOUT RESOURCES?

Resources include real estate, personal property such as household goods, savings and checking accounts, stocks and bonds, life insurance, etc.

HOW ARE THEY ASSESSED?

The primary residence of the claimant does not count. Land adjacent to the primary residence does not count. Personal effects under \$2,000 does not count. The primary vehicle used for employment or activities involving the claimant does not count. Life insurance policies up to a face value of \$15,000 does not count.

WHAT ARE THE POSSIBLE BENEFITS AVAILABLE FROM SSI?

In 1986 the maximum Federal SSI payment was \$336 a month for an eligible single person and \$504 a month for an eligible couple. Payment is prorated and will change as earned income changes.

WHAT IS THE LEAST AMOUNT OF SSI A PERSON CAN RECEIVE?

The least payment is \$1.00. But the allotment of only one dollar then allows the recipient to be eligible for the other benefits available?

WHAT ARE THEY?

They are Medicaid (hospital and medical insurance), food stamps, and various social and rehabilitative services.

SHOULD I APPLY IF I AM CERTAIN I DO NOT QUALIFY?

YES. The application familiarizes you with the process which you will want to apply for once your child becomes age 18. Note: The Social Security Office says that age 18 application is not

APPENDIX G

Pre-Implementation Calendar

Pre-Implementation Calendar

November 1, 1986

Survey of Parents concerning SSI knowledge

December 1, 1986

Compile pamphlets of SSI benefits

December 16, 1986

Oral presentation of SSI facts to area Staffing Specialist for consideration as part of child study team meetings

January 15, 1987

Guest Speaker ACLD concerning SSI benefits, types of community outreach, and application procedures

January 30, 1987

Appointment with local Social Security Administration office concerning SSI benefits, types of community outreach, and application procedures.

February 6, 1987

Oral presentation to area psychologist concerning SSI benefits to be passed on to parents at child study team staffings

February 17, 1987

Contacted head of area ARC to discern their knowledge of SSI benefits. Asked to present at County wide ARC meeting concerning SSI.

February 18, 1987

SSI information presented to A.P. of ESE department in a large elementary school

February 19, 1987

Received first two parent initiated phone inquiries concerning SSI information

February 20, 1987

Requested permission to implement 10 week program at Middle School housing 189 exceptional students in eleven programs.